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ABSTRACT

Evaluation findings on the Chapter 1 and Chapter 1 Migrant Programs of the Austin, Texas, Independent School District (ASID) are reported. Included in the description of the Chapter 1 program are the following: (1) components of the district-wide program; (2) policies for selecting students; (3) numbers and percentages of students served; (4) reports of administrators and teachers; (5) time spent on instruction; (6) accomplishments of the evaluation; and (7) services in the Chapter 1 program. For Chapter 1 Migrant Program, the following points are covered: (1) description of the program; (2) students served by migrant teachers; and (3) teacher satisfaction with Program. Achievement gains for both programs are discussed and are compared with previous years and across AISD Compensatory Programs. Also included are sections on early childhood education, migrant health services, parental involvement for both programs, definitions, a bibliography, and a list of participating schools. (LMO)

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All programs reported herein are funded by the Educational Consolidation and Improvement Act. The Chapter 1 Programs, formerly called Title I Programs, were created to serve educationally disadvantaged students.

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CHAPTER 1/CHAPTER 1 MIGRANT FINAL REPORT, 1984-85

EXECUTIVE SUMMARY

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MAJOR POSITIVE FINDINGS

1. Students in Chapter 1/Local Chapter 1 and Migrant Early Childhood Programs made impressive achievement gains.

2. Observations of Chapter 1 students showed that in 1984-85 these students spent more time in basic skills instruction and more time in contact with teachers than District students observed between 1976-77 and 1980-81.

3. The Regular Chapter 1 Program met its achievement objectives at grades K, 1, 4, 5, and 6 but not at grades 2 and 3.

4. Allison, a Schoolwide Project School (SWP), met its objectives at grades 2 and 3, but not at grades K and 1.

5. Becker, a SWP school (grades K-3), met its objectives at all grades, except for grade K.

6. The majority (53%) of Chapter 1 students were served in-class--this approach increases the level of coordination between the classroom and Chapter 1 teacher.

7. The location of Chapter 1 service does not appear to have a positive impact on achievement except for those relatively high-achieving Chapter 1 students in grades K-3.

MAJOR FINDINGS REQUIRING ACTION

1. Although observations conducted of Chapter 1 students in grades 2 and 5 indicated AISD was meeting the new subject area daily time requirements of HB 246 in language arts, they indicated the time requirements for the other subject areas (except fine arts and health at grade 5) were not being met.

2. For the third year, Chapter 1 service to grade-K students does not appear to affect their achievement test scores.

3. A majority of the Chapter 1 principals stated that they had difficulties in scheduling Chapter 1 service for their students because of HB 246 time allotments.

4. The percent of time on task for the Chapter 1 students observed during 1984-85 was four percent less than that noted for District students observed between 1976-77 and 1980-81.

5. For the second year, secondary Migrant teachers requested a number of program improvements:

    - an instructional coordinator assigned to them,
    - regular meetings with other secondary Migrant teachers,
    - districtwide coordination of secondary Migrant instruction,
    - new teacher orientation, and
    - a teacher handbook.

6. For the second year, the special computer-assisted-instruction program at Johnston High School has had implementation problems including:

    - scheduling difficulties,
    - starting late in the year,
    - the students often chose not to attend,
    - the regular teachers preferred not to release students, and
    - students felt this was "special" education.

7. The attendance of both Chapter 1 and Migrant parents at the Chapter 1/Chapter 1 Migrant Parental Advisory Council (PAC) meetings has declined this year from the attendance levels achieved in 1983-84.

EARLY CHILDHOOD (CHAPTER 1 AND MIGRANT)

HOW MANY EARLY CHILDHOOD (EC) STUDENTS WERE SERVED BY MIGRANT, CHAPTER 1, AND LOCALLY FUNDED CLASSES?

Four Migrant Program classes served 71 migrant EC students. Eleven Chapter 1 and four locally funded classes operating like Chapter 1 (Local Chapter 1) served 257 EC students. Students for these 15 classes were given a screening test, and the lowest scoring 16 students from each school attendance area were selected to participate in the program.

DID EARLY CHILDHOOD STUDENTS MAKE ACHIEVEMENT GAINS?

Yes. Both Chapter 1 and Migrant Program students made impressive gains on the Peabody Picture Vocabulary Test--Revised (PPVT-R). The Chapter 1 students and students in the Local Chapter 1 classes showed an average gain of 15 scale score points from the pretest to the posttest. Migrant Program students gained an average of 18 points. Over a period of time, the scale scores of students making average gains are expected to remain constant, so these gains indicate real growth rates well above the national average. See Figure 1.

Chapter 1/Local Chapter 1 students averaged 15-point gains in 1983-84, while Migrant students averaged 14- point gains. Interestingly, the Chapter 1 pretest averages are getting lower each year indicating that the screening process is increasingly effective in locating the children with the greatest need. The Migrant students' pretest averages have been getting higher (the only criteria for the Migrant classes is that students are migrant--they are not screened for achievement need).

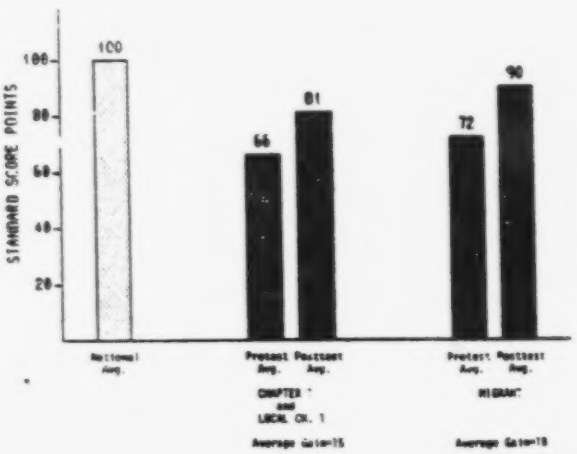

Figure 1. PPVT-R PRETEST AND POSTTEST SCORES FOR CHAPTER 1/LOCAL CHAPTER 1 AND MIGRANT EARLY CHILDHOOD CLASSES, 1984-85.

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WHAT HAPPENS TO THE ACHIEVEMENT OF FORMER EARLY CHILDHOOD (EC) STUDENTS WHEN THEY REACH HIGHER GRADE LEVELS?

Beginning with the 1978-79 EC programs, a longitudinal data file was created to track the achievement of EC students as they progress through AISD. Figure 2 illustrates how former Migrant and Chapter 1 Early Childhood students have fared through this year. AISD medians are used for comparison purposes. The gap between AISD students and former EC students in 1980 appears to have narrowed in 1985. These data should be interpreted cautiously because the number of former EC students from 1978-79 with 1985 test scores is small.

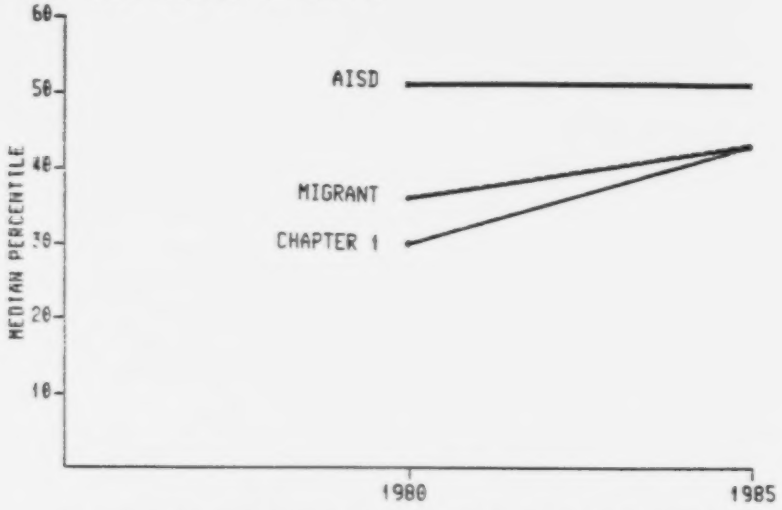

Figure 2. MEDIAN PERCENTILES FOR 1978-79 EARLY CHILDHOOD STUDENTS AND AISD STUDENTS IN 1980 (GRADE K--MRT) AND IN 1985 (GRADE 5--ITBS Reading Total).

WHAT DO EC TEACHERS SEE AS THE STRENGTHS AND WEAKNESSES OF THE EARLY CHILDHOOD PROGRAM?

All the EC teachers were interviewed in the spring about strengths, weaknesses, and suggested improvements in the program. Their responses indicated:

- their regular monthly staff development sessions were most helpful;
- the EC program should be expanded to serve all eligible students;
- their supervisor was "great";
- the Chapter 1/Local Chapter 1 teachers liked choosing the students who most needed the services;
- the Migrant teachers wanted to screen their students and serve those who were most in need;
- although many curriculum strengths were listed, the teachers had specific suggestions to further improve the curriculum;
- they had plenty of materials and supplies; and
- their facilities were generally adequate for their needs.

THE CHAPTER 1 PROGRAM IN AISD

WHAT IS THE CHAPTER 1 PROGRAM?

In AISD, the Chapter 1 Program consists of the following components:

- A reading/language arts program serving K-6 students in 30 regular Chapter 1 schools (Becker, a Schoolwide Project school (SWP) at grades K-3, is considered a regular Chapter 1 school at grades 4-6),
- Two Schoolwide Projects (Becker is a SWP school only at grades K-3),
- A reading and mathematics program at three nonpublic schools,
- Supplementary assistance to four institutions for neglected and/or delinquent (N&D) children, and
- Eleven early childhood (EC) classes.

HOW ARE SCHOOLS AND INDIVIDUAL STUDENTS SELECTED FOR THE CHAPTER 1 PROGRAM?

By law, Chapter 1 schools must be chosen by first ranking all of the District's schools on the basis of the percentage of low-income students who reside in each school's attendance area. The major effort conducted to obtain this information is documented in the Needs Assessment for the Preparation of the 1985-86 Chapter 1 Application (Publication Number 84.33).

Individual students within Chapter 1 schools are ranked on the basis of greatest educational need. Chapter 1-eligible students are those with reading achievement test scores at or below the 30th percentile (or the 30th percentile in language for grade-K and 1 students). Students with the lowest test scores are served first, with as many students served as resources allow.

HOW MANY STUDENTS WERE SERVED IN THE 1984-85 CHAPTER 1 PROGRAM?

The Chapter 1 Program provided service to 5,541 students in 1984-85. This figure is higher than the 4,372 students served in 1983-84 and the 4,557 students served in 1982-83. Part of the increase in the 1984-85 Chapter 1 enrollment figures can be attributed to an 11% increase in funding. This increase resulted in the provision of Chapter 1 services at six additional elementary schools.

Figure 3 illustrates the proportion of students served by each component during the 1984-85 school year.

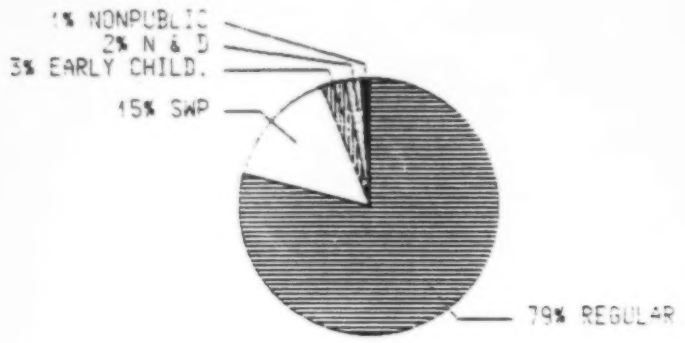

Figure 3. PROPORTION OF CHAPTER 1 STUDENTS SERVED BY EACH COMPONENT IN 1984-85 (N=5,541).

WHAT PERCENTAGE OF ELIGIBLE STUDENTS WAS SERVED?

There was a sharp decrease in the percentage of eligible students in Chapter 1 schools who were served by Chapter 1. For 1984-85, 70% of Chapter 1-eligible students were served compared with 84% in the 1983-84 school year and 67% in 1982-83. For 1984-85, 30% of the eligible students who were not served by Chapter 1 were served by other programs, such as special education, Local/State Bilingual, or Chapter 1 Migrant. For 1983-84 this figure was 59%.

Figure 4 presents the proportion of Chapter 1-eligible students not served or served by other programs during the 1984-85 school year.

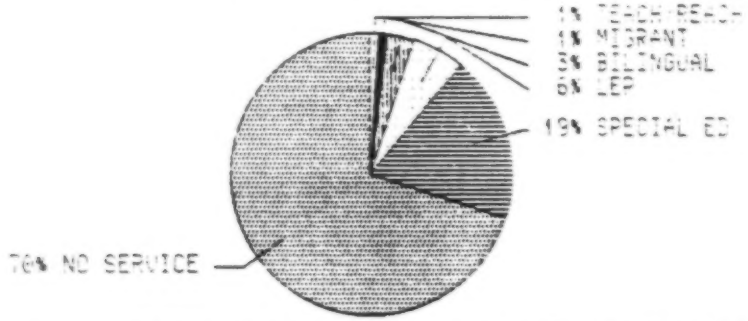

Figure 4. PROPORTION OF CHAPTER 1 ELIGIBLE STUDENTS NOT SERVED OR SERVED ONLY BY OTHER PROGRAMS in 1984-85 (N=3,233).

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HOW MANY STUDENTS WERE SERVED IN SCHOOLWIDE PROJECTS?

The Schoolwide Project schools, Allison and Becker at grades K-3, are distinguished from regular Chapter 1 schools by their reduced pupil/teacher ratio. Supplemental local funds are used to hire additional classroom teachers.

A total of 823 students were served by Schoolwide Projects--all 415 students in grades K-3 at Allison and all 409 grades K-3 students at Becker.

HOW WERE STUDENTS SERVED IN THE 30 CHAPTER 1 REGULAR SCHOOLS?

Information concerning the location of Chapter 1 service (pullout, classroom, or both) in the 1984-85 school year was collected from the Chapter 1 Student Selection Roster (i.e., a computer printout produced by ORE and updated by Chapter 1 teachers).

The findings from the roster show that:

- 53% of the Chapter 1 schools provided Chapter 1 services only in a class setting during the 1984-85 school year, whereas 16% provided service in this manner during the 1983-84 school year and none provided Chapter 1 services exclusively in a class setting in 1982-83.

- 34% of the regular Chapter 1 schools provided Chapter 1 services in a pullout setting, as compared to 28% of the Chapter 1 schools in the 1983-84 school year and 24% in 1982-83 school year, and

- 13% of the Chapter 1 schools in 1984-85 provided Chapter 1 services in both locations, as compared to 54% in 1983-84 and 76% in 1982-83.

WHAT DID PRINCIPALS OF SCHOOLS WITH A CHAPTER 1 PROGRAM REPORT ABOUT THE DISTRICT'S CHAPTER 1 PROGRAM?

Interviews were conducted in the spring with the 31 principals who administered a Chapter 1 Program. Some of the findings were:

- 71% of the principals reported that their school provided Chapter 1 services to grade-K students. In 1983-84, 88% did so. The most common reason noted for providing grade-K service was to meet their schools' Chapter 1 participant number--50 students per Chapter 1 teacher.

- 51% stated that they had Chapter 1-related scheduling difficulties because of the Chapter 1 service requirements associated with the Texas Education Agency's new Language Arts Block Rule. This rule requires that Chapter 1-reading services must not replace instructional time in any instructional area other than language arts.

- Principals stated that their Chapter 1 Instructional Coordinator was most valuable to them in monitoring/compliance, program operation, and personal assistance to teachers.

- The Chapter 1 Student Selection Roster was the most valuable service provided by the evaluation component.

In general, principals believed that they should be allowed more flexibility in determining student selection and service procedures.

HOW DID CHAPTER 1, ELEMENTARY MIGRANT, AND STATE COMPENSATORY EDUCATION (SCE) TEACHERS (I.E., COMPENSATORY TEACHERS) DESCRIBE THE COORDINATION OF THEIR PROGRAMS WITH THE CLASSROOM PROGRAM?

The above and related questions were asked of compensatory teachers to provide data on the delivery of instructional services by compensatory programs and the type and degree of coordination among compensatory programs and locally funded programs. The results show that:

- The coordination activities of Chapter 1 and Migrant teachers are very similar;

- SCE teachers have more independence in the selection of skill areas to address;

- SCE teachers are most likely to participate in parent conferences, followed by Chapter 1 teachers, then Migrant teachers; and

- Over 80% of the compensatory teachers prepared their lesson plans without consultation with the regular classroom teacher.

One of the reasons that the responses for SCE teachers were different from those of Chapter 1 and Migrant teachers was that the majority of SCE teachers provided primary rather than supplementary instruction.

WERE THERE DIFFERENCES IN THE INSTRUCTIONAL DAY FOR CHAPTER 1 AND STUDENTS OBSERVED DURING 1976-77 THROUGH 1980-81?

The Chapter 1 Evaluation Component conducted observations of 60 grades 2 and 5 Chapter 1 students to obtain data as to how much time Chapter 1 students spend on various classroom activities. These data were compared with data for grades 2 and 5 students from observations conducted during the 1976-77 through the 1980-81 school years. These data are summarized in the report, Some Lessons We have Learned from 6,500 Hours of Classroom Observation (6,500 Hours), ORE Publication No. 81.56.

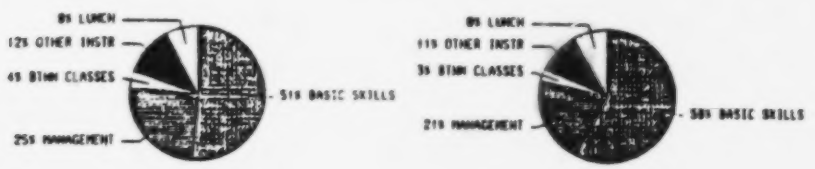
The observations were conducted using the Pupil Activities Record--Revised (PAR-R) and the Pupil Activities Record (PAR). The PAR was used to collect observation data during the 1976-77 and 1977-78 school years. The PAR-R and the PAR do not require the observer to make judgements about the effectiveness or appropriateness of the ongoing instruction.

The findings from the comparison of the two sets of data show that Chapter 1 students in the 1984-85 study spent:

- 23 minutes more in basic skills,
- 14 minutes less in classroom management time (i.e., non-instructional time),
- 11% more of the total school day in contact with teachers,
- 6% more time in basic instruction than the students observed between 1976-77 and 1980-81.

However, the percent of time on task for the 60 Chapter 1 students observed during 1984-85 was four percent less than that noted for students observed in the 6,500 Hours paper.

TOTAL DAY



1976-77 - 1980-81

1984-85

Figure 6. COMPARISONS OF HOW THE TOTAL SCHOOL DAY WAS SPENT IN 1976-77 THROUGH 1980-81 AND IN 1984-85.

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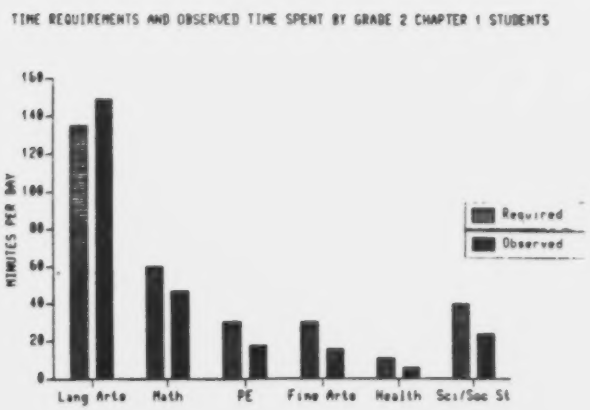
DID CHAPTER 1 STUDENTS RECEIVE THE REQUIRED NUMBER OF MINUTES IN EACH SUBJECT AREA DURING THEIR SCHOOL DAY?

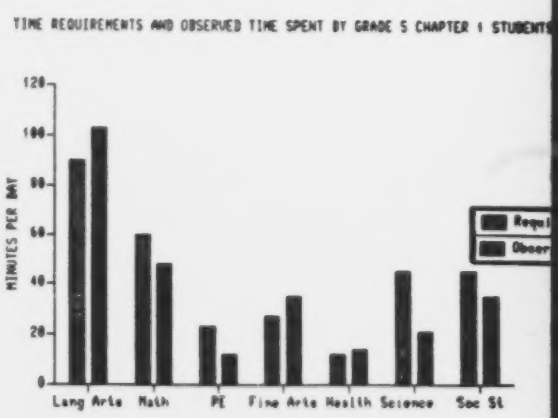
Texas Education Code 21.101(formerly HB 246) established a number of minutes per day or per week that various subject areas should be taught. The observers conducted a minute-by-minute tabulation of the subject areas taught to see if Chapter 1 students were receiving the prescribed amount of instruction throughout their school day. It should be noted in interpreting these data that the observations counted academic engaged time and teachers' schedules may have reflected a small amount of additional time. Figure 7 below illustrates the results. As can be noted from the figure, grade 2 Chapter 1 students appear to have received the required time only in language arts and have failed to receive the required time in the other subject areas.

At grade 5, students received the required time in language arts, fine arts, and health, but not in the other areas.

Time spent receiving Chapter 1 instruction was not a factor in this general failure to meet the time requirements. This time was counted as language arts instruction and it always occurred during the language arts block.



GRADE 2



GRADE 5

Figure 7. SUMMARY OF REQUIRED AND OBSERVED MINUTES PER DAY SPENT BY CHAPTER 1 STUDENTS IN VARIOUS CATEGORIES OF INSTRUCTION. In cases where the requirement was a weekly one, the amounts have been converted to a daily amount for comparison purposes across subject areas.

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WHAT DID THE EVALUATION OF THE CHAPTER 1-RELATED GOALS OF THE FOUR INSTITUTIONS FOR NEGLECTED AND DELINQUENT CHILDREN ACCOMPLISH?

The evaluation process for institutions for the neglected and delinquent focused on the goals each institution established in conjunction with the provision of services to Chapter 1 students. According to reports from staff at the four institutions, the second year of the goal setting and goal evaluation process has lead to several major changes in the functioning of these institutions. These changes include:

- An increase in the level of coordination between the District's personnel and the staff of each institution,
- Improved continuity between the programmatic goals stated in last year's evaluation and the development of new goals for further programmatic improvements,
- Created documentation to fulfill Texas Education Agency reguirements for institutions for the neglected and delinquent,
- Greater understanding by the staff of the four institutions of their organization's Chapter 1 Program and how the Chapter 1 Program relates to their overall organization structure, and
- Increased use of management-by-objectives techniques.

WHAT TYPES OF SERVICES ARE PROVIDED BY THE CHAPTER 1 PROGRAM AT THE THREE NONPUBLIC SCHOOLS?

Supplemental instruction was provided in both reading and mathematics to students who scored at or below the 30th percentile. A total of 62 students were served, while 88 were served last year.

Of the Chapter 1 students at the three nonpublic schools receiving Chapter 1 funds:

- 84% were provided supplemental instruction in mathematics, the same percentage as last year,
- 79% were provided supplemental instruction in reading, compared to 80% were last year,
- 68% were Hispanic (66% last year), 16% were Anglo (23% last year), and 16% were Black (11% last year), and
- 61% were provided supplemental instruction in both reading and mathematics, compared to 77% were last year.

THE CHAPTER 1 MIGRANT PROGRAM IN AISD

WHAT IS THE GRADES K-12 MIGRANT INSTRUCTIONAL PROGRAM?

The instructional component focuses on teaching communication skills (primarily reading) through supplementary instructional services to migrant students. At the elementary level, nine campuses were served with one fulltime and eight parttime teachers. At the secondary level, six campuses were served by two fulltime and two parttime teachers. A special computer-assisted-instruction pilot project was conducted at Johnston High School to serve migrant students.

WHO WAS SERVED BY MIGRANT TEACHERS?

Figure 8 below shows the numbers of students served by Migrant teachers. Sixty-four percent were served 91 or more days out of the 165 day school year.

1-15 Days	16-30 Days	31-90 Days	91 + Days	Total
21	28	78	221	348
(6.0%)	(8.0%)	(22.4%)	(63.5%)	(100%)

Figure 8. NUMBER AND PERCENT OF MIGRANT STUDENTS SERVED DURING 1984-85 BY A GRADES K-12 MIGRANT TEACHER.

The percent of eligible students being served varied (across the six six-weeks periods) from 57% to 65%. These are down from the 1983-84 levels of 63% to 69%. This is less than the 70% of eligible students being served by Chapter 1. Generally more of the eligible students are being served at the elementary level than at the secondary level. Also, more of the lower-achieving students are being served at the elementary level than at the secondary level.

HOW WERE GRADES K-12 MIGRANT STUDENTS SERVED?

At the elementary level 90% of instruction was delivered in a lab or pullout setting. This is about the same level of usage as in 1983-84 (91%). The most common method of instruction at the junior high level was special migrant classes (70%). At the senior high level, 50% of the students were served in their regular classrooms via team teaching.

ARE THE ELEMENTARY MIGRANT TEACHERS SATISFIED WITH THE K-12 INSTRUCTIONAL PROGRAM?

Yes. During the fall, the elementary Migrant teachers were surveyed on the functioning of the Migrant Program at their school. The six (67%) who responded reported:

- they generally served students in a pullout setting;
- all met once a month or more often with the regular classroom teachers;
- they were generally satisfied with the coordination with the classroom teachers;
- they worked with the classroom teachers in selecting materials and skills to address;
- they participated in parent conferences; and
- they generally developed their own lesson plans.

ARE THE SECONDARY MIGRANT TEACHERS SATISFIED WITH THE 7-12 INSTRUCTIONAL PROGRAM?

No. During the spring, all four secondary Migrant teachers were interviewed on the functioning of the Migrant Program at their schools. Because teachers had a number of concerns in 1983-84, these interviews repeated the same questions to ascertain if improvements had occurred. The results indicate their concerns had not been resolved. They requested a number of program improvements:

- an instructional coordinator assigned to them,
- meeting regularly with other secondary Migrant teachers,
- districtwide coordination of secondary Migrant instruction,
- new teacher orientation, and
- a teacher handbook.

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HOW SUCCESSFUL WAS THE SECOND YEAR OF IMPLEMENTATION OF THE SPECIAL INSTRUCTIONAL PROGRAM FOR MIGRANT STUDENTS AT JOHNSTON HIGH SCHOOL?

This special project was set up at Johnston to serve students instructionally through their participation in PLATO, computer-assisted instruction program. A halftime Project Specialist worked with the students in the afternoons.

On the average, nine students participated in the program across the six six-weeks periods. Forty-five percent of the eligible students were served. The attendance rate for students averaged 12% of all possible service days.

Although the equipment and software were set up and ready to go at the beginning of school, several problems were reported by the staff:

- the program started late in the school year;
- the classroom teachers preferred the students not to be pulled out;
- there were many problems in getting students scheduled for service;
- the students did not like leaving their regular class and often chose not to come; and
- the students saw this as special education.

CHAPTER 1 ACHIEVEMENT GAINS

WERE THE OBJECTIVES FOR THE REGULAR CHAPTER 1 READING COMPONENT MET?

WERE THE OBJECTIVES FOR SCHOOLWIDE PROJECTS MET?

Objectives are set based on the previous year's performance. Therefore, in those instances where objectives were met, 1984-85 achievement gains exceeded those of the previous year.

In general, the objectives were met. As Figure 9 shows, the Regular Chapter 1 Program met its objectives except at grades 2 and 3. Allison, a Schoolwide Project (SWP), met its objectives at grades 2 and 3, but not at grades K and 1. Becker, a SWP, met its objectives at grades 1-3, but not at grade K.

Grade	Regular Chapter 1 Schools	Schoolwide Project-School Allison	Becker
K	yes	no	no
1	yes	no	yes
2	no	yes	yes
3	no	yes	yes
4	yes	--	--
5	yes	--	--
6	yes	--	--

Figure 9. SUMMARY OF OBJECTIVES MET/NOT MET BY TYPE OF PROGRAM.

Chapter 1 objectives are stated in terms of the percentage of students making given percentile gains at grades K and 2-6. At first grade, where there is no pretest, objectives are stated in terms of percentages of students achieving certain spring scores.

DID SERVING KINDERGARTEN STUDENTS MAKE A DIFFERENCE?

Eight schools chose not to provide Chapter 1 service at grade K. Low-achieving grade-K students attending these schools were compared to low-achieving grade-K students at Chapter 1 schools which did serve grade K. No statistically significant differences in ITBS Language scores were found, indicating that Chapter 1 service may not affect achievement at grade K in the manner that services are currently provided. This repeats the "no-difference" finding from the previous two years.

DID STUDENTS SERVED IN VARIOUS LOCATIONS (I.E., CLASSROOM, PULLOUT, OR BOTH) APPEAR TO DIFFER IN ACHIEVEMENT GAINS?

There are five categories of service location: pullout, mostly pullout, both (i.e., pullout and class), mostly class, and class. The mostly pullout, both, and mostly class categories were combined into a single category, "both." A series of regression analyses were used to answer this question.

The results show that the location of Chapter 1 service does not appear to have an impact on student achievement except for those relatively high-achieving Chapter 1 students in grades K-3, where a combination of both pullout and in-class service appears to have the greatest academic benefit. It is possible that students served in both locations received service for more time.

DID STUDENTS LEAVING BECKER SCHOOLWIDE PROJECT (SWP) FOR JUNIOR HIGH SCHOOL SHOW SUSTAINED GAINS?

This evaluation focused on Becker's 1983-84 grade 6 SWP students who graduated and continued in the District as seventh graders. The fifth, sixth, and seventh grade mean percentile gains were examined to determine whether there were sustained effects from these students' participation in Becker's SWP. Students included in this study are those who were fifth graders in 1982-83, sixth graders in 1983-84, and seventh graders in 1984-85.

The results show that there were no statistically significant differences in the 1983-84 and the 1984-85 posttest gains for students included in this study. This finding suggests that Becker's 1983-84 grade 6 students were able to maintain their achievement levels after leaving the SWP concept.

DID LOW-ACHIEVING STUDENTS IN SCHOOLWIDE PROJECTS DIFFER IN ACHIEVEMENT GAINS FROM STUDENTS IN REGULAR CHAPTER 1 SCHOOLS?

The achievement scores of low-achieving students in the Schoolwide Project (SWP) schools, Allison and Becker, were compared with those of students in Regular Chapter 1 schools. The groups were matched by grade, ethnicity, and pretest ability. Students were selected for this comparison if they were Hispanic, lived in a traditional Chapter 1 attendance area, and had a valid ITBS Reading (Language at grades K and 1) pretest score at or below the 30th percentile.

The results differed by grade. At grades K and 3 there were no differences. At grade 2, SWP students gained more. At grade 1, the lowest achieving SWP students showed higher gains than low-achieving students attending regular Chapter 1 schools; at relatively high pretest achievement levels, there was little posttest difference.

HOW DO THE ACHIEVEMENT GAINS MADE BY SWP STUDENTS DURING THE LAST FIVE YEARS COMPARE WITH THOSE GAINS MADE BY CHAPTER 1 REGULAR STUDENTS?

Figure 10 illustrates these findings. In their first year, 1980-81, SWP students made better gains across grades 1-6 than did those students served in the Chapter 1 Regular Program. After this first year, the results are mixed with only one or two grade levels showing clear gains across achievement levels of students.

Year	GRADE K	1	2	3	4	5	6
1980-81	No Scores Avail-able	+	+	+	+	+	+
1981-82	+	+	•	•	-	•	•
1982-83	•	+•*	+	+-**	•	+-**	+-**
1983-84	+	+•*	-	•	•	•	•
1984-85	•	+•***	+	•	(there were no grades 4, 5, 6 SWP students)		

Legend:

+	=	Schoolwide Project (SWP) students did better
-	=	Chapter 1 Regular students did better
•	=	No difference between SWP and Chapter 1 Regular students
*	=	SWP students who had higher pretest scores did better; no difference otherwise
**	=	SWP students who had higher pretest scores did better; Chapter 1 Regular students with lower pretest scores did better
***	=	SWP students with lower pretest scores did better; no difference otherwise

Figure 10. SUMMARY OF SCHOOLWIDE PROJECT STUDENTS' ACHIEVEMENT GAINS VERSUS CHAPTER 1 REGULAR STUDENTS' ACHIEVEMENT GAINS FOR 1980-81 THROUGH 1984-85.

HOW DID ACHIEVEMENT GAINS COMPARE ACROSS AISD COMPENSATORY PROGRAMS?

Statistical comparisons were conducted of the achievement gains made by students served by Chapter 1 Regular, State Compensatory Education (SCE), and the Migrant Program in grades 2-6. These analyses revealed no significant differences in gains made across the three programs. One should be cautious in interpreting these analyses since the n's in the groups are very divergent (Migrant being small, e.g. six students in grade 5 and Chapter 1 being large, e.g. 541 students in grade 1). In graphing the mean grade equivalent gains of these programs and those gains made by the low-achieving students in the Schoolwide Project schools, one can note that all programs produced very similar gains at nearly all grade levels. The majority of the gains produced by the AISD programs were generally higher than the .8 grade equivalent gain that is the average expected gain for low-achieving students. Figure 11 depicts these results graphically.

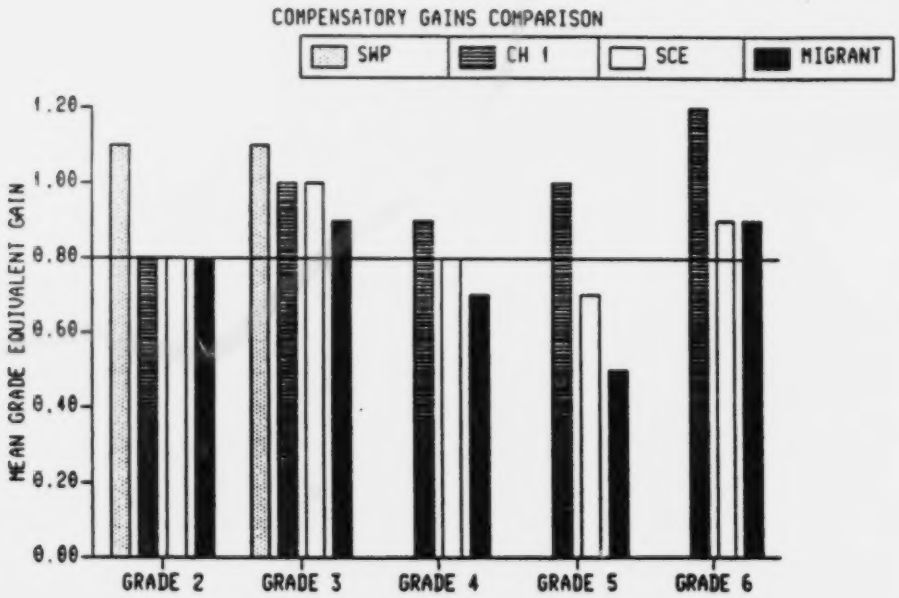

Figure 11. GRADE EQUIVALENT GAINS COMPARISONS OF ITBS READING TOTAL FOR STUDENTS SERVED BY CHAPTER 1 REGULAR, STATE COMPENSATORY EDUCATION (SCE), THE MIGRANT PROGRAM, AND THE LOW-ACHIEVING STUDENTS IN THE SCHOOLWIDE PROJECT SCHOOLS.

CHAPTER 1 MIGRANT ACHIEVEMENT GAINS

WHAT ACHIEVEMENT GAINS WERE MADE BY MIGRANT STUDENTS WHO WERE SERVED BY A GRADES K-12 MIGRANT TEACHER?

Grades K-8

The 27 kindergarten students served by a Migrant teacher and who had pre- and posttest scores made a nine month grade equivalent gain on the Iowa Tests of Basic Skills (ITBS) Language Total from the fall of 1984 to the spring of 1985. This gain is slightly smaller than that made by all AISD kindergarteners pre- and posttested (0.95) and better than the 0.5 point gain made by AISD Hispanic kindergarteners. This gain by Migrant students is better than the served kindergarten students made in 1982-83 and 1983-84.

The 55 first-grade students served by a Migrant teacher had an average ITBS Reading Total grade equivalent score of 1.6 in spring, 1985. This is two months less than the national average for first graders of 1.8. These students' scores this year are two months higher than the served first graders' average score of 1.4 from 1983-84.

In Figure 12 are presented the average grade equivalent gains for the grades 2-8 migrant students served by a Migrant teacher. Also included are the gains made by students in 1983-84 for comparison purposes. Grades K, 7, and 8 students showed increased gains this year while grades 4 and 5 students showed decreased gains.

GRADE	1983-84	1984-85
2	0.6 (n=58)	0.8 (n=53)
3	0.9 (n=37)	0.9 (n=35)
4	0.9 (n=25)	0.7 (n=13)
5	0.9 (n=23)	0.5 (n=17)
6	0.9 (n=30)	0.9 (n=11)
7	0.7 (n=35)	0.9 (n=30)
8	1.0 (n=26)	1.1 (n=17)

Figure 12. AVERAGE GRADE EQUIVALENT GAINS ON THE ITBS READING TOTAL FOR STUDENTS SERVED BY A MIGRANT TEACHER IN 1983-84 AND 1984-85 AND WHO HAD PRE- AND POSTTEST SCORES.

Grades 9-12

There were 19 students in grades 9-12 who were served by a Migrant teacher and who had 1984 ITBS (for 9th graders) or TAP scores and spring 1985 TAP scores. The data on the gains made are presented in Figure 13. The numbers of students are so small that these data must be interpreted cautiously. The only gain that is similar to average students is the 1.1 grade equivalent gain made by the one tenth grader with a pre- and posttest score.

GRADE	1984-85
9	0.5 (n=10)
10	1.1 (n= 1)
11	-0.2 (n= 6)
12	-2.2 (n= 2)

Figure 13. AVERAGE GRADE EQUIVALENT GAINS ON THE TAP (PRETEST FOR THE 9TH GRADERS IS THEIR 8TH GRADE ITBS READING TOTAL SCORE) READING COMPREHENSION SCORES FOR THOSE STUDENTS WHO WERE SERVED BY A MIGRANT TEACHER AND WHO HAD PRE- AND POSTTEST SCORES.

There are no comparison figures for 1983-84 gains except for 9th graders because of the changes in achievement tests at the high school level. The 21 ninth-grade migrant students (with pre- and posttest scores) served by a Migrant teacher averaged better than a one-year grade equivalent gain--1.3 from their 1983 reading scores.

OVER TIME, DOES IT HELP STUDENTS' ACHIEVEMENT TO BE SERVED BY THE MIGRANT PROGRAM?

In comparing one-year achievement gains of migrant students not served with those served one, two, three, or four years by a Migrant teacher, there were no clear-cut advantages or disadvantages found regardless of length of time served. This analysis was done in 1981-82, 1982-83, 1983-84, and the results were the same.

MIGRANT HEALTH SERVICES

WHAT SERVICES WERE PROVIDED BY THE MIGRANT NURSE?

The Migrant Nurse:

- saw 283 different migrant students during the school year,
- visited 48 different AISD campuses,
- made 358 contacts with parents,
- used nearly $13,000 to provide medical/dental services to 157 migrant students, and
- provided a wide variety of services for migrant students (see Figure 14).

ACTIVITY	NUMBER OF TIMES ACTIVITY WAS REPORTED
Regularly Scheduled Exam	389
Nonscheduled Exam	52
Phone Contact	191
Referral to Medical Doctor	119
Referral to Dentist	147
Home Visit	31
Counseling/Teaching	319
Referral to Other Professionals	27

Figure 14. TALLY OF VARIOUS NURSING ACTIVITIES FOR SEPTEMBER, 1984 THROUGH MAY, 1985.

MIGRANT STUDENT RECORD TRANSFER SYSTEM (MSRTS)

WERE MSRTS GUIDELINES FOLLOWED BY AISD?

The MSRTS Clerk kept the eligibility forms, educational records, log book, and other required educational records in an auditable file. In interviewing the Clerk, it was determined that nearly all of the MSRTS deadlines were met during this school year. Improvement continues in meeting the MSRTS deadlines from previous years.

Staff reported an increased coordination and efficiency in recruiting parents and completing the paperwork involved in a timely manner. Because the MSRTS Clerk was formerly a community representative, Migrant Program staff all reported she and the community representatives worked well together in meeting both parents' needs and the MSRTS timelines and guidelines.

PARENTAL INVOLVEMENT--CHAPTER 1 AND CHAPTER 1 MIGRANT

WHAT HAPPENED WITH THE PARENTAL ADVISORY COUNCILS (PACS) IN 1984-85?

The only specific requirement for Chapter 1 and Chapter 1 Migrant regarding parents was a directive to inform parents about the programs and to get their input on any proposed changes in the programs. As they had last year, the parent members of the Elementary Chapter 1/Chapter 1 Migrant Districtwide PAC and the Secondary Migrant Districtwide PAC voted to continue the PAC meetings as their preferred way of being involved in the two programs. The parents agreed to combine the elementary and secondary PACs into one PAC for 1984-85.

In examining the documentation of the PAC meetings, the following was noted:

- Eight meetings were held.
- The minutes/agendas of these meetings reflect compliance with the funding directive--parents discussed the current programs, possible funding cuts/increases, regulation changes, and the programs for the upcoming year.
- A total of 123 Chapter 1 parents and 32 Migrant parents attended.
- The attendance of Chapter 1 parents has decreased from 153 in 1983-84 to 123 in 1984-85.
- Thirty-two Migrant parents attended the Districtwide PAC this year while in 1983-84, 31 parents attended the elementary meetings and 30 attended the secondary meetings.

Although there are fewer Migrant parents active in the PACs, the program staff reports increased recruitment of migrants to the program.

DEFINITIONS

Chapter 1 Regular - AISD's Chapter 1 Regular Program provides supplementary reading instruction to low-achieving students (those who score at or below the 30th percentile) in schools with high concentrations of students from low-income families.

Chapter 1 Schoolwide Projects - Chapter 1 and supplemental local funds are used in reducing the overall pupil/teacher ratio within a school if the concentration of low-income students at that school equals or exceeds 75 percent. In a Schoolwide Project, teachers paid from Chapter 1 funds function as regular classroom teachers with students of mixed achievement levels and a lower pupil/teacher ratio. In a Schoolwide Project, all students are considered served by Chapter 1.

Current Migrant - A current migratory child is one (a) whose parent or guardian is a migratory agricultural worker or fisher, and (b) who has moved within the past twelve months from one school district to another to enable the child, the child's guardian, or a member of the child's immediate family to obtain temporary or seasonal employment in an agricultural or fishing activity.

Former Migrant - Students who remain in the District following their year of current eligiblity are considered formerly migratory students (with the concurrence of their parents) for a period of five additional years. Current and former migratory students are eligible for the same program services.

Low-Income Student - Any student receiving free or reduced-priced meals or a sibling of such a student.

MSRTS - The Migrant Student Record Transfer System (MSRTS) is a national level recordkeeping system designed to maintain files of eligibility forms, health data, instructional data, and achievement data on migrant students.

Needs Assessment - A document produced by ORE which describes the procedures used to calculate the percent of low-income students by school attendance area for District schools. The results are used to determine which schools should receive a Chapter 1 Program.

Special Testing - The testing of students who do not have valid spring semester test scores on file with the District and who would not be tested until the districtwide test administration period. Special testing is conducted (only at Chapter 1 Regular schools) to determine Chapter 1 service eligibility.

Types of Service - 1) Lab or Pullout - Student is served outside regular classroom. 2) Classroom Service - Student is served in his/her regular classroom. 3) Special Class - Student is registered for a special program class, e.g., Early Childhood Classes. 4) Other - Any other ways a student might be served, e.g., tutoring.

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LISTING OF AISD SCHOOLS PARTICIPATING IN CHAPTER 1
AND CHAPTER 1 MIGRANT AND EARLY CHILDHOOD PROGRAMS
IN 1984-85

School	Programs
Allan	Chapter 1 Regular, Chapter 1 Early Childhood, Migrant
Allison	Chapter 1 Early Childhood, Chapter 1 Schoolwide Project
Andrews	Chapter 1 Regular, Chapter 1 Early Childhood
Becker	Chapter 1 Regular, Migrant, Chapter 1 Schoolwide Project
Blackshear	Chapter 1 Regular, Chapter 1 Early Childhood
Blanton	Chapter 1 Regular
Brooke	Chapter 1 Regular
Brown	Chapter 1 Regular, Chapter 1 Early Childhood
Campbell	Chapter 1 Regular, Chapter 1 Early Childhood
Casis	Migrant
Dawson	Chapter 1 Regular, Migrant, Migrant Early Childhood
Govalle	Chapter 1 Regular, Migrant, Local Chapter 1 Early Childhood
Graham	Chapter 1 Regular
Harris	Chapter 1 Regular, Chapter 1 Early Childhood
Highland Park	Migrant
Langford	Migrant
Linder	Chapter 1 Regular
Maplewood	Chapter 1 Regular
Mathews	Chapter 1 Regular
Metz	Chapter 1 Regular, Migrant Early Childhood
Norman	Chapter 1 Regular, Chapter 1 Early Childhood
Oak Springs	Chapter 1 Regular, Chapter 1 Early Childhood
Ortega	Chapter 1 Regular, Local Chapter 1 Early Childhood
Pecan Springs	Chapter 1 Regular, Local Chapter 1 Early Childhood
Ridgetop	Chapter 1 Regular
Rosewood	Chapter 1 Regular, Chapter 1 Early Childhood
Sanchez	Chapter 1 Regular, Migrant
Sims	Chapter 1 Regular, Chapter 1 Early Childhood
Sunset Valley	Migrant Early Childhood
Walnut Creek	Chapter 1 Regular
Webb	Migrant
Winn	Chapter 1 Regular, Local Chapter 1 Early Childhood
Wooldridge	Chapter 1 Regular
Wooten	Chapter 1 Regular
Zavala	Chapter 1 Regular, Migrant Early Childhood
Zilker	Chapter 1 Regular
Anderson	Migrant
Fulmore	Migrant
Johnston	Migrant-Special Program
Martin	Migrant
Murchison	Migrant
O.Henry	Migrant
Travis	Migrant

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